

AWARD PUBLISHING LIMITED**CORRELATION TO THE COMMON CORE STATE STANDARDS FOR ELA****GRADE 2**

STRAND: FOUNDATIONAL SKILLS	Teacher Edition Page References
Phonics and Word Recognition Standard 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a) Distinguish long and short vowels when reading regularly spelled one-syllable words.	TE: Week 1: Billy Sings in the Choir, (long ee) p. 67, 68, 69, 71 TE: Week 11: Don't Tell Anyone, p. 361 TE: Week 14: Marty Makes Money, p. 98, 113 TE: Week 25: Jammin' Rockin' Toe-Stompin' on the Rooftop, p. 67, 69
b) Know spelling-sound correspondences for additional common vowel terms.	TE: Week 8: Forest Fire, (oo) p. 271, 272 TE: Week 13: Vegetables Make Me Laugh, (aw) p. 87 TE: Week 17: That's My Boy, (oi) p. 205 TE: Week 21: Good-bye Ebony, (ou) p. 303, 304 TE: Week 27: Big Rad, (ar) p. 131 TE: Week 27: Becky's Big Race, (or) p. 150, 151
c) Decode regularly spelled two-syllable words with long vowels.	TE: Week 3: Fruit Salad Makes Me Laugh, p. 130 TE: Week 6: Grandma's Birds, p. 216 TE: Week 18: My Dad, p. 216 TE: Week 32: Uncle Will Gets Found Out, p. 270, 289
d) Decode words with common prefixes and suffixes.	TE: Week 7: American Icons, (-ion) p. 250 TE: Week 16: Zooming In, p. 161, 165 TE: Week 24: Shocking Mom, (un-) p. 389 TE: Week 29: Grandad's Star, p. 185 TE: Week 30: Yawn, Yawn, Yawn, p. 217, 218 TE: Week 33: My Sad Skeleton, p. 303, 305 TE: Week 34: What Is a Llama?, p. 337
e) Identify words with inconsistent but common spelling-sound correspondences.	TE: Week 6: Grandma's Birds, p. 221 TE: Week 15: Too Good To Waste, p. 151 TE: Week 22: Hot Dog!, p. 337 TE: Week 24: Rock on Renaldo, p. 409 TE: Week 30: Yawn, Yawn, Yawn, p. 217, 221
f) Recognize and read grade-appropriate irregularly spelled words.	TE: Week 5: Snow World, p. 205 TE: Week 6: Grandma's Birds, p. 218, 221 TE: Week 11: Don't Tell Anyone, p. 357, 358 TE: Week 12: Trouble at the Supermarket, p. 409 TE: Week 14: This is a Bad Day, p. 119 TE: Week 26: Forgetful Giraffe, p. 98, 99, 100, 101
Fluency Standard 4. Read with sufficient accuracy and fluency to support comprehension.	
a) Read grade-level text with purpose and understanding.	TE: Week 1: Grandpa p. 91 TE: Week 9: Silver Footprints, p. 303, 311, 314, 315, 316 TE: Week 11: The Accident, p. 383 TE: Week 18: Karaoke Kate, p. 239, 240, 242 TE: Week 31: Let's Look at Waves, p. 254 TE: Week 33: Mother's Day Harmony, p. 327

b) Read grade-level text orally with accuracy, appropriate rate, and expression.	TE: Week 3: Fruit Salad Makes Me Laugh, p. 144 TE: Week 14: This is a Bad Day, p. 124, 125 TE: Week 21: Good-bye Ebony, p. 314 TE: Week 25: Jammin, Rockin, Toe-Stomp on the Rooftop, p. 78, 80 TE: Week 30: The Watchdog Who Wouldn't, p. 241
c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE: Week 5: Stewed Bugs and Onions, p.184, 190 TE: Week 5: Snow World, p. 204, 206 TE: Week 12: A Helping Hand, p. 388, 394 TE: Week 20: Jones & Jones Investigators, The Case of the Missing Shoe, p. 290, 293 TE: Week 30: Yawn, Yawn, Yawn, p. 222 TE: Week 30: The Watchdog Who Wouldn't, p. 236, 238
STRAND: INFORMATIONAL TEXT	
Standard 1. Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TE: Week 4: Have You Ever?, p. 170, 173 TE: Week 10: Mom's New Cell Phone, p. 332, 334 TE: Week 16: Zooming In, p. 160, 170 TE: Week 22: Hot Dog!, p. 332, 334, 338, 341, 345 TE: Week 31: Let's Look at Waves, p. 259
2. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	TE: Week 4: Have You Ever?, p.173 TE: Week 8: Forest Fire!, p. 274 TE: Week 16: Zooming In, p. 164 TE: Week 22: Hot Dog!, p. 345 TE: Week 34: What is a Llama?, p. 336
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TE: Week 19: Go West, p. 246, 248, 255, 256, 259, 260 TE: Week 31: Let's Look at Waves, p. 251, 254
Standard 2. Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	TE: Week 4: Have You Ever?, p. 161, 162, 163 TE: Week 7: American Icons, p. 251, 252 TE: Week 16: Zooming In, p. 162, 164 TE: Week 29: Go West, p. 246, 247, 248 TE: Week 34: What Is a Llama?, p. 333, 336, 338
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	TE: Week 10: Mom's New Cell Phone, p. 332, 341, 342 TE: Week 4: Have You Ever?, P. 161, 163, 164 TE: Week 16: Zooming In, p. 161, 173 TE: Week 22: Hot Dog!, p. 336, 337, 351 TE: Week 28: Look at Me Close-Up!, p. 160 TE: Week 31: Let's Look at Waves, p. 248, 249, 252, 255, 256, 260, 264
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TE: Week 4: Have You Ever?, p. 173 TE: Week 16: Zooming In, p. 169 TE: Week 19: Go West, p. 248 TE: Week 22: Hot Dog!, p. 351 TE: Week 34: What Is a Llama?, p. 332, 336, 338
Standard 3. Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TE: Week 16: Zooming In, p. 169, 173 TE: Week 19: Go West, p. 256, 259, 260 TE: Week 31: Let's Look at Waves, p. 250, 251 TE: Week 34: What Is a Llama?, p. 334
8. Describe how reasons support specific points the author makes in a text.	TE: Week 4: Have You Ever?, p. 173 TE: Week 16: Zooming In, p. 169 TE: Week 31: Let's Look at Waves, p. 251

9. Compare and contrast the most important points presented by two texts on the same topic.	TE: Week 7: American Icons, p. 258 TE: Week 8: Forest Fire p. 270, 278 TE: Week 34: What Is a Llama?, p. 344
Standard 4. Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TE: Week 4: Have You Ever?, p. 160, 162 TE: Week 10: Mom’s New Cell Phone, p. 332, 334, 336, 341, 344, 345, 346 TE: Week 16: Zooming In, p. 160, 162, 164 TE: Week 19: Go West, p. 246, 248 TE: Week 28: Look At Me Close-Up!, p. 160, 162, 164, 166
STRAND: LANGUAGE	
Conventions of Standard English	
Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a) Use collective nouns (e.g., group, set, class, flock, etc).	TE: Week 1: Billy Sings in the Choir, p. 66 TE: Week 4: Have You Ever?, p. 164 TE: Week 34: What is a Llama? p. 336, 339
b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	TE: Week 3: Fruit Salad Makes Me Laugh, p. 132, 135 TE: Week 5: Stewed Bugs and Onions, p. 188 TE: Week 5: Snow World, p. 205 TE: Week 13: 20 Questions, p. 67 TE: Week 26: Forgetful Giraffe, p. 100
c) Use reflexive pronouns (e.g., myself, ourselves).	TE: Week 35: Gramps, p. 377
d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	TE: Week 1: Grandpa, p.87 TE: Week 6: Grandma’s Birds, p. 218 TE: Week 10: Mom’s New Cell Phone, p. 334 TE: Week 11: Don’t Tell Anyone, p. 357, 359 TE: Week 19: Go West, p. 260 TE: Week 32: The Table Tennis Tournament, p. 291 TE: Week 35: Gramps, p. 377
e) Use adjectives and adverbs, and choose between them depending on what is to be modified.	TE: Week 1: Billy Sings in the Choir, p. 84 TE: Week 9: Silver Footprints, p. 316, 317 TE: Week 20: Georgia’s Big Run, p. 288 TE: Week 21: Goodbye, Ebony, p. 303 TE: Week 27: Big Rad, p. 134 TE: Week 33: My Sad Skeleton, p. 304, 306
f) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	TE: Week 9: Silver Footprints, p. 316 TE: Week 19: Go West, p. 256 TE: Week 21: Good-bye, Ebony, p. 308 TE: Week 33: My Sad Skeleton, p. 306
Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a) Capitalize holidays, product names, and geographic names.	TE: Week 7: American Icons, p. 265 TE: Week 15: Betcha!, p. 140 TE: Week 16: Zooming In, p. 166 Week 25: Jones & Jones Investigators, The Case of the Missing Clicker, p. 88
b) Use commas in greetings and closings of letters.	TE: Week 6: At the Car Wash, p. 241 TE: Week 11: Don’t Tell Anyone, p. 364 TE: Week 20: Georgia’s Big Run, p. 278 TE: Week 33: My Sad Skeleton, p. 310

c) Use an apostrophe to form contractions and frequently occurring possessives.	TE: Week 1: Grandpa, p. 87 TE: Week 6: Grandma's Birds, p. 216, 218 TE: Week 8: Sam's Mother Comes to School, p. 291 TE: Week 20: Georgia's Big Run, p. 275 TE: Week 20: Jones & Jones Investigators, The Case of the Missing Shoe, p. 291 TE: Week 25: Jamin' Rockin' Toe Stompin' on the Roof Top, p. 80 TE: Week 28: Look at Me Close-Up!, p. 161
d) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	TE: Week 5: Stewed Bugs and Onions, p. 185, 186 TE: Week 17: That's My Boy!, p. 205 TE: Week 24: Rock On, Renaldo, p. 409 TE: Week 27: Big Rad, p. 131, 132
e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: Week 5: Stewed Bugs & Onions, p. 188 TE: Week 11: Don't Tell Anyone, p. 374 TE: Week 20: Georgia's Big Run, p. 278 TE: Week 21: Good-bye, Ebony, 303 TE: Week 29: Grandad's Star, p. 191
Knowledge of Language Standard 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a) Compare formal and informal uses of English.	TE: Week 10: Mom's New Cell Phone, p. 345 TE: Week 15: Betcha!, p. 130 TE: Week 25: Jammin' Rockin', Toe-Stompin' on the Rooftop, p. 74, 84
Vocabulary Acquisition and Use Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
a) Use sentence-level context as a clue to the meaning of a word or phrase.	TE: Week 1: Grandpa, p. 89 TE: Week 18: My Dad, p. 220, 222 TE: Week 26: The Forgetful Giraffe, p. 98, 104 TE: Week 33: Mother's Day Harmony, p. 322, 325, 326
b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	TE: Week 26: Forgetful Giraffe, p. 102, 103, 105 TE: Week 29: Lucy's Luck, p. 206 TE: Week 33: My Sad Skeleton, p. 303, 305
c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	TE: Week 6: Grandma's Birds, p. 221 TE: Week 15: Betcha!, p. 134 TE: Week 29: Grandad's Star, p. 185 TE: Week 30: Yawn, Yawn, Yawn, p. 217, 218 TE: Week 32: The Table Tennis Tournament, p. 291
d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	TE: Week 9: Silver Footprints, p. 304 TE: Week 18: My Dad, p. 217 TE: Week 19: Go West, p. 250 TE: Week 25: Jammin', Rockin', Toe-Stompin' on the Rooftop, p. 67, 70
e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	TE: Week 7: American Icons, p. 253, 264 TE: Week 16: Zooming In, p. 161, 164, 165 TE: Week 22: Hot Dog!, p. 337 TE: Week 28: Look at Me Close-Up!, p. 160 TE: Week 31: Let's Look at Waves, p. 249, 260, 264 TE: Week 34: What is a Llama?, p. 333, 335

Standard 5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	TE: Week 1: Billy Sings in the Choir, p. 66, 70 TE: Week 11: The Accident, p. 376, 382 TE: Week 14: This is a Bad Day!, p. 118, 122 TE: Week 22: Hot Dog!, p. 332, 333, 341 TE: Week 28: Look at Me Close-Up!, p. 160, 164, 169 TE: Week 33: Mother's Day Harmony, p. 322 TE: Week 34: What is a Llama?, p. 332
b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	TE: Week 1: Grandpa, p. 88 TE: Week 2: Super Duper Flea, p. 99 TE: Week 6: Grandma's Birds, p. 222 TE: Week 15: Too Good to Waste: p. 152 TE: Week 34: What is a Llama? p. 336 TE: Week 35: Wonderful Woman, p. 359, 366
Standard 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	TE: Week 4: Have You Ever?, p. 168 TE: Week 11: Don't Tell Anyone, p. 366 TE: Week 15: Betcha! p. 139 TE: Week 31: Let's Look at Waves, p. 253, 261
STRAND: LITERATURE	
Standard 1. Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TE: Week 2: The Walk, p. 120, 123 TE: Week 8: Forest Fire, p. 270 TE: Week 20: Jones & Jones Investigator, Missing shoe, p. 290, 292, 294, 296 TE: Week 23: A Pony to Love, p. 376, 378, 380, 382 TE: Week 29: Lucy's Luck, p. 206, 207, 208 TE: Week 32: The Table Tennis Tournament, p. 290, 294, 295
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TE: Week 8: Sam's Mother Comes to School, p. 294 TE: Week 11: Don't Tell Anyone, p. 369 TE: Week 17: That's My Boy, p. 208 TE: Week 18: My Dad, p. 229 TE: Week 23: Kiko Harris, Champion, p. 369 TE: Week 24: Shocking Mom, p. 392 TE: Week 25: Jones & Jones Investigators, Missing Clicker, p. 86, 88, 90, 91
3. Describe how characters in a story respond to major events and challenges.	TE: Week 1: Billy Sings in the Choir, p. 70, 79 TE: Week 9: Silver Footprints, p. 311 TE: Week 18: My Dad, p. 229 TE: Week 23: Kiko Harris, Champion, p. 360, 369 TE: Week 29: Grandad's Star, p. 184, 193
Standard 2. Craft and Structure	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TE: Week 2: Super Duper Flea, p. 103 TE: Week 3: It's Time You Had a Haircut, p. 152 TE: Week 15: Betcha!, p. 134 TE: Week 18: Karaoke Kate, p. 238 TE: Week 29: Grandad's Star, p. 193 TE: Week 31: Let's Look at Waves, p. 248 TE: Week 35: Wonderful Woman, p. 356
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TE: Week 2: Super Duper Flea, p. 104, 106 TE: Week 9: Takeout Food, p. 326 TE: Week 20: Jones & Jones Investigators, The Case of the Missing Shoe, p. 294 TE: Week 24: Rock on, Renaldo!, p. 412, 415 TE: Week 25: Jones & Jones Investigators, The Case of the Missing Clicker, p. 90, 91

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TE: Week 8: Sam's Mother Comes to School, p. 294, 296 TE: Week 11: The Accident, p. 378 TE: Week 15: Too Good to Waste, p. 152, 156 TE: Week 18: My Dad, p. 235 TE: Week 29: Grandad's Star, p. 196 TE: Week 33: Mother's Day Harmony, p. 322, 324, 326
Standard 3. Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TE: Week 2: The Walk, p. 118, 122, 123 TE: Week 12: Trouble at the Supermarket, p. 408, 413 TE: Week 17: Skipper McFlea, p. 188, 193 TE: Week 20: Georgia's Big Run, p. 274, 279, 283 TE: Week 25: Jammin, Rockin', Toe Stompin' on the Rooftop, p. 79 TE: Week 29: Lucy's Luck, p. 204, 206, 207, 208, 209
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	TE: Week 4: Have You Ever?, p. 168 TE: Week 11: Don't Tell Anyone, p. 373 TE: Week 30: Yawn, Yawn, Yawn, p. 228
Standard 4. Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TE: Week 3: Fruit Salad Makes Me Laugh, p. 130, 134, 138, 142 TE: Week 8: Forest Fire, p. 270, 274 TE: Week 17: That's My Boy!, p. 204, 206, 207 TE: Week 21: Mike's Parachute Jump, p. 322, 324, 326 TE: Week 26: Fred's Super Scooter, p. 118, 120, 122 TE: Week 35: Gramps, p. 376, 380
STRAND: SPEAKING & LISTENING	
Comprehension and Collaboration	
Standard 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TE: Week 5: Snow World, p. 211 TE: Week 14: Marty Makes Money, p. 98, 99, 102, 106 TE: Week 22: Hot Dog!, p. 332, 333, 334, 336, 341 TE: Week 33: My Sad Skeleton, p. 315, 319
b) Build on others' talk in conversations by linking their comments to the remarks of others.	TE: Week 6: Grandma's Birds, p. 229 TE: Week 12: A Helping Hand, p. 401 TE: Week 19: Go West, p. 257 TE: Week 23: Kiko Harris Champion, p. 364 TE: Week 35: Gramps, p. 383
c) Ask for clarification and further explanation as needed about the topics and texts under discussion.	TE: Week 4: Have You Ever?, p. 173 TE: Week 10: Mom's New Cell Phone, p. 334 TE: Week 21: Mike's Parachute Jump, p. 322 TE: Week 23: A Pony to Love, p. 376 TE: Week 29: Grandad's Star, p. 184 TE: Week 32: The Table Tennis Tournament, p. 290
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	TE: Week 7: American Icons, p. 255 TE: Week 23: Kiko Harris, Champion, p. 365 TE: Week 32: Uncle Will Gets Found Out, p. 278
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	TE: Week 8: Forest Fire, p. 287 TE: Week 12: A Helping Hand, p. 404 TE: Week 17: That's My Boy!, p. 208 TE: Week 21: Good-bye Ebony, p. 318 TE: Week 32: Grandad's Star, p. 202
Standard 2. Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TE: Week 9: Silver Footprints, p. 315 TE: Week 12: A Helping Hand, p. 401, 405 TE: Week 16: Zooming In, p. 171

	TE: Week 18: My Dad, p. 233 TE: Week 33: My Sad Skeleton, p. 319
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TE: Week 2: Super Duper Flea, p. 114 TE: Week 6: Grandma's Birds, p. 233 TE: Week 21: Goodbye Ebony, p. 313 TE: Week 22: Hot Dog!, p. 343 TE: Week 25: Jones & Jones Investigators: The Case of the Missing Clicker, p. 93
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TE: Week 5: Stewed Bugs and Onions, p. 198 TE: Week 11: Don't Tell Anyone, p. 369 TE: Week 15: Too Good To Waste, p. 152 TE: Week 23: Kiko Harris, Champion, p. 364 TE: Week 30: The Watchdog Who Wouldn't, p. 241
STRAND: WRITING	
Standard 1. Text Types and Purposes	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	TE: Week 7: American Icons, p. 253 TE: Week 14: Marty Makes Money, p. 106 TE: Week 23, Kiko Harris, Champion, p. 369 TE: Week 34: What Is a Llama?, p. 351
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	TE: Week 4: Have You Ever?, p. 170 TE: Week 19: Go West, p. 252, 258, 261 TE: Week 22: Hot Dog!, p. 339, 340 TE: Week 34: What Is a Llama?, p. 340
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	TE: Week 2: Super Duper Flea, p. 106 TE: Week 8: Forest Fire, p. 280 TE: Week 13: 20 Questions, p. 74, 76 TE: Week 17: That's My Boy, p. 209, 211 TE: Week 23: Kiko Harris, Champion, p. 366, 370 TE: Week 35: Wonderful Woman, p. 364, 366, 370, 373
Standard 2. Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TE: Week 4: Have You Ever?, p. 168 TE: Week 11: Don't Tell Anyone, p. 370, 374 TE: Week 12: A Helping Hand, p. 394 TE: Week 14: Marty Makes Money, p. 106, 112 TE: Week 19: Go West, p. 256 TE: Week 34: What Is a Llama? p. 340 TE: Week 30: The Watchdog Who Wouldn't, p. 239
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE: Week 3: Fruit Salad Makes me Laugh, p. 138 TE: Week 5: Stewed Bugs and Onions, p. 201 TE: Week 12: Trouble at the Supermarket, p. 415 TE: Week 21: Goodbye, Ebony, p. 312, 318 TE: Week 30: The Watchdog Who Wouldn't, p. 243
Standard 3. Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TE: Week 2: Super Duper Flea, p. 114 TE: Week 10: Mom's New Cell Phone, p. 348, 349, 351 TE: Week 19: Go West, p. 254 TE: Week 28: Look at Me Close Up!, p. 168 TE: Week 32: Uncle Will Gets Found Out, p. 287
8. Recall information from experiences or gather information from provided sources to answer a question.	TE: Week 7: American Icons, p. 252, 256 TE: Week 12: A Helping Hand, p. 404 TE: Week 15, Betcha!, p. 147 TE: Week 19, Go West, p. 265 TE: Week 35: Wonderful Woman, p. 372